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How does having a bilingual/multi-language education/family affect student learning?

1. **Editorial**

**Borg, L. (2015, September 15). R.I. public schools turn to charter for help teach 2**

**languages at once. *The Providence Journal*.** [**http://www.providencejournal.com/article/20150915/NEWS/150919519/0/SEARCH**](http://www.providencejournal.com/article/20150915/NEWS/150919519/0/SEARCH)

Students in multiple elementary schools throughout Rhode Island are being taught both Spanish and English in the classroom. The goal of this “dual language instruction” is to transform children into bilingual, biliterate and multicultural individuals. The instruction regarding dual language in these schools is hoping to prepare children for the workforce later on in life, where being able to speak a different language in addition to English and being multicultural is extremely valuable. The program will continue to expand each year and the schools have every intention of growing the program in the future.

The schools that are participating in “dual language instruction” are preparing students for the real world. Teaching children at a young age in elementary school Spanish or another language helps them to be more desirable in the job market when they are adults. This type of program is progressive for Rhode Island and shows that Rhode Island schools are taking steps in the right direction in terms of educating children about different languages and different cultures.

1. **Journal**

**Harris, E. A. (2015, October 8). Dual-Language Programs Are on the Rise, Even for Native**

**English Speakers. *The New York Times*.** [**http://www.nytimes.com/2015/10/09/nyregion/dual-language-programs-are-on-the-rise-even-for-native-english-speakers.html?\_r=0**](http://www.nytimes.com/2015/10/09/nyregion/dual-language-programs-are-on-the-rise-even-for-native-english-speakers.html?_r=0)

Students in multiple schools in the New York City area are being taught using dual language programs. In the classroom, students learn in both English and another language (ex. Spanish). The students are not just taught how to speak another language besides English, but they are also taught how to read in another language. Dual language programs teach children to be bilingual and to be biliterate which is advantageous in the world today. In the schools, the classroom is color coded in terms of books, words, etc.; blue is English and red is Spanish. Dual language classrooms are advantageous to students that do not speak English primarily because dual language programs allow these students to ease into learning English as well as what they are familiar with.

New York City area schools are adapting to the way of the modern world by teaching children to be able to speak and read other languages; primarily Spanish. However, children only gain from dual language programs if they are taught correctly an d this can sometimes be a challenge when it comes to finding qualified teachers. In terms of Rhode Island, these dual language programs are increasing in schools in Rhode Island as well. As mentioned in the article, students in both New York City, Rhode Island, and all over the United States may score lower on standardized tests because of these dual language programs but they are gaining valuable life skills as a result.

1. **Scholarly Journal**

**Jackson, C. c., Schatschneider, C., Leacox, L., Schuele, C. M., & Davison, M. D. (2014).**

**Longitudinal Analysis of Receptive Vocabulary Growth in Young Spanish English-Speaking Children From Migrant Families. *Language, Speech & Hearing Services In Schools*, *45*(1), 40-51.** [**http://web.b.ebscohost.com.uri.idm.oclc.org/ehost/detail/detail?vid=9&sid=22421d3e-10f9-457e-8b4a-00b5052a8cca%40sessionmgr110&hid=110&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=eft&AN=94324046**](http://web.b.ebscohost.com.uri.idm.oclc.org/ehost/detail/detail?vid=9&sid=22421d3e-10f9-457e-8b4a-00b5052a8cca%40sessionmgr110&hid=110&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=eft&AN=94324046)

A study was conducted in order to examine the vocabulary growth of Latino/a kindergarten students that were English Language Learners (ELL) from migrants families that were from low socioeconomic status. It was found that ELL students from families of low socioeconomic status might be expected to perform at a lower level in English compared to students that only speak English.

This study demonstrates how family life can affect bilingual students in school because of outside factors such as socioeconomic status, etc. This means that it is important for teachers and educators to be aware of this fact and modify curriculum, accommodate, etc. in order to better help the bilingual student. In regards to Rhode Island, teachers and educators, especially in more urban and culturally diverse areas need to be aware and proactive regarding the teaching of bilingual students; especially those from low socioeconomic status.

1. **CQ Researcher**

**Jost, K. (2009, December 11). Bilingual education vs. English immersion. CQ Researcher,**

**19, 1029-1052. Retrieved from http://library.cqpress.com/** [**http://library.cqpress.com.uri.idm.oclc.org/cqresearcher/document.php?id=cqresrre2009121100&type=hitlist&num=0**](http://library.cqpress.com.uri.idm.oclc.org/cqresearcher/document.php?id=cqresrre2009121100&type=hitlist&num=0)

The topic of bilingual education versus English immersion and which approach is better for students who speak limited English is discussed. The two different approaches in schools is widely debated with pros and cons to each approach. Students all over the United States are experiencing bilingual education, English immersion, or strictly English education and different educators/teachers have different opinions on which strategy is best. Depending on the approach, bilingual students either succeed or they suffer.

Different teachers and educators have different opinions about which strategy is best to help bilingual students and this shows that further research needs to be done. Additional research needs to be conducted because there is a great debate regarding what approach is best for bilingual children to learn in the classroom. In regards to Rhode Island, Rhode Island schools are using the dual language instruction and depending on additional research, this approach may change.

1. **Scholarly Journal**

**Michael-Luna, S. s. (2013). What linguistically diverse parents know and how it can**

**help early childhood Educators: A case study of a dual language preschool community. *Early Childhood Education Journal*, *41*(6), 447-455.** [**http://web.b.ebscohost.com.uri.idm.oclc.org/ehost/detail/detail?vid=4&sid=c2d3beb6-08e2-4fe5-a4b9-6c592ac3eb58%40sessionmgr120&hid=110&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=90795542&db=a9h**](http://web.b.ebscohost.com.uri.idm.oclc.org/ehost/detail/detail?vid=4&sid=c2d3beb6-08e2-4fe5-a4b9-6c592ac3eb58%40sessionmgr120&hid=110&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=90795542&db=a9h)

A study was conducted in order to see what beliefs diverse families held regarding bilingual development in schools and how this information can be used to help teachers in the school system. A child that is bilingual can face difficulties in literacy, social areas, etc. in school if teachers are not informed about how to handle this issue. Family life has a large impact on student success in the classroom and the study found four main findings. The findings included that “parents can be careful observers of their children’s language development, parents can supply information on language support at home, parents are critical of the current preschool assessment system, and parents want/need to understand language development of their children” (Luna, p. 450). As a result, teachers need to be aware of the different home environment of each student and involve parents/guardians in the language development of their child in the classroom.

The study brought to light the issue of teachers not being aware/not being taught regarding issues relating to bilingual students in the classroom. The study also suggested that parents of bilingual students be more involved with teachers in order to better serve them both in the school and home environment. In regards to Rhode Island, this study demonstrates a possible change that needs to be made in Rhode Island schools regarding bilingual parent involvement and teacher communication.